

Teacher Knowledge and Skills: Instruction across the Components of Literacy

In-depth explanation of the teacher knowledge and skills needed to teach the components of literacy is provided in *Every Child Reading: A Professional Development Guide* (2000), companion document to the Learning First Alliance’s foundational action plan, *Every Child Reading* (1998). These tables were adapted for and appeared in the *Rhode Island PreK-12 Literacy Policy* (2005). Below are updated tables that reflect the language contained in the Rhode Island Comprehensive Literacy Plan:

Print Knowledge and Phonological Awareness

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Understand the print concepts all students must develop ▪ Know the speech sounds in English (consonants and vowels) and the pronunciation of phonemes for instruction ▪ Know the progression of development of phonological skill ▪ Understand the causal links between early decoding, spelling, word knowledge, and phoneme awareness ▪ Understand how critical the foundation skills are for later reading success 	<ul style="list-style-type: none"> ▪ Teach concepts of print during shared reading ▪ Select and use a range of activities representing a developmental progression of phonological skill (rhyming; word identification; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending) ▪ Plan lessons in which phoneme awareness, letter knowledge, and invented spelling activities are complementary ▪ Have ability to monitor every student’s progress and identify those who are falling behind

Word Identification and Recognition (Alphabetic Knowledge, the Alphabetic Principle, Decoding, and Phonics)

<i>Teacher Knowledge</i>	<i>Teacher Skill</i>
<ul style="list-style-type: none"> ▪ Understand the difference between speech sounds and the letters that represent them ▪ Understand speech-to-print correspondence at the sound, syllable pattern, and morphological levels ▪ Identify and describe the developmental progression in which orthographic knowledge is generally acquired ▪ Understand and recognize how beginner texts are linguistically organized—by spelling pattern, word frequency, and language pattern ▪ Recognize the differences among approaches to teaching word attack (implicit, explicit, analytic, synthetic, etc.) ▪ Understand why instruction in word attack should be active and interactive 	<ul style="list-style-type: none"> ▪ Use techniques for teaching letter naming, matching, and formation ▪ Choose examples of words that illustrate sound-symbol, syllable, and morpheme patterns ▪ Select and deliver appropriate lessons according to students’ levels of spelling, phonics, and word identification skills ▪ Explicitly teach the sequential blending of individual sounds into a whole word ▪ Teach active exploration of word structure with a variety of techniques ▪ Enable students to use word attack strategies as they read connected text

Fluency (and Reading Practice)

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Understand how word recognition, reading fluency, and comprehension are related to one another ▪ Understand the three dimensions of fluency and how to assess each: accuracy, automaticity, and prosody ▪ Understand text features that are related to text difficulty ▪ Understand who in the class should receive <u>extra</u> practice with fluency development and why 	<ul style="list-style-type: none"> ▪ Determine reasonable expectations for reading fluency at various stages of reading development, using researched-based guidelines and appropriate state standards ▪ Help students select appropriate texts (of sufficiently easy levels) to promote ample independent, as well as oral reading ▪ Use techniques for increasing speed of word recognition ▪ Use techniques for repeated readings of passages, such as alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times

Vocabulary Development

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Understand the role of vocabulary development and vocabulary knowledge in comprehension ▪ Have a rationale for selecting words for direct teaching before, during, and after reading ▪ Understand the role and characteristics of direct and contextual methods of vocabulary instruction ▪ Know reasonable goals and expectations for learners at various stages of reading development; appreciate the wide differences in students' vocabularies ▪ Understand why books themselves are a good source for word learning 	<ul style="list-style-type: none"> ▪ Select material for reading aloud that will expand students' vocabulary ▪ Select words for instruction before passage reading ▪ Teach word meanings directly through explanation of meaning and example uses, associations to known words, and word relationships ▪ Provide for repeated encounters with new words and multiple opportunities to use new words ▪ Explicitly teach how and when to use context to figure out word meanings ▪ Help students understand how word meanings apply to various contexts by talking about words they encounter in reading

Text Comprehension

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Know the cognitive processes involved in comprehension; know the techniques and strategies that are most effective, for which students, and with what content ▪ Identify the typical structure of common literary and informational text genres ▪ Recognize the characteristics of “reader friendly” text ▪ Identify phrase, sentence, paragraph, and text characteristics of “book language” that students may misinterpret ▪ Appreciate that reading strategies vary for specific purposes ▪ Understand the role of background knowledge in text comprehension ▪ Understand the similarities and differences between written composition and text comprehension 	<ul style="list-style-type: none"> ▪ Help students engage with texts and consider ideas deeply ▪ Choose and implement instruction appropriate for specific students and texts ▪ Facilitate comprehension of academic language ▪ Communicate directly to students the value of reading for various purposes ▪ Help students use written responses and discussion to process meaning more fully ▪ Preview text and identify the background experiences and concepts that are important for comprehension of that text and that help students call on or acquire that knowledge

Writing

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Understand that composition is a recursive process of planning, drafting, and revising ▪ Know the value and purpose of teacher-directed and student-directed assignments ▪ Understand the role of grammar, sentence composition, and paragraphing in building composition skill(s) ▪ Know benchmarks and standards for students at various stages of growth ▪ Understand that different kinds of writing require different organizational approaches ▪ Understand the value of meaningful writing for an authentic and specific audience and purpose 	<ul style="list-style-type: none"> ▪ Organize writing process to support planning, drafting, and revising stages before publication(s) ▪ Include writing daily as part of the classroom routine, employing a variety of authentic tasks and modes ▪ Teach sentence and paragraph awareness, construction, and manipulation as a tool for fluent communication of ideas ▪ Generate and use rubrics to guide and evaluate student work ▪ Teach several genres through the year, such as narratives, informative or explanatory texts, arguments, and research projects (short-term and sustained)

In-depth explanation of the teacher knowledge and skills needed to support English language learning was developed for the Texas Teacher Reading Academies (2000). The list was adapted for and appeared in the *Rhode Island PreK-12 Literacy Policy* (2005). Below is an updated table that reflects the language contained in the Rhode Island Comprehensive Literacy Plan:

English Language Learning

<i>Teacher Knowledge</i>	<i>Teacher Skills</i>
<ul style="list-style-type: none"> ▪ Understand the process of first (L1) and second language (L2) acquisition ▪ Understand the cultural implications of learning ▪ Understand the variations among students acquiring language ▪ Understand the reading process 	<ul style="list-style-type: none"> ▪ Facilitate the development of essential language, reading, and writing skills at the students' levels of proficiency in English ▪ Create an instructional program that meets students' needs ▪ Use comprehensible and meaningful language during instruction ▪ Develop literacy through instruction that builds on language, listening comprehension, print concepts, and the alphabetic principle ▪ Provide meaningful opportunities to use English and interact with English-speaking peers ▪ Use graphic organizers, charts, objects, manipulative materials, and other visual organizers ▪ Recognize and value the different discourse (speaking) patterns across cultures